Ohio Library Guidelines for Learners

Grades 6-8

DIGITAL LITERACY: Learners use technology to find, evaluate, create and communicate information across disciplines in the school library and beyond. 6-8.1

1 **DIGITAL TOOLS: Use tools to create, manipulate, analyze, edit, publish or develop digital objects.** 6-8.1.1

1 Use a variety of digital tools to produce digital artifacts, online surveys and online content. 6-8.1.1.1

2 Produce a simple artifact with basic digital tools that includes text, images and audio. 6-8.1.1.2

3 Communicate and publish products online using various digital tools. 6-8.1.1.3

4 Apply research skills to produce digital artifacts and attribute credit. 6-8.1.1.4

5 Use digital tools to answer research questions and cite sources appropriately. 6-8.1.1.5

2 **SAFETY: Follow rules of personal privacy and safety when using the internet and collaborating with others.** 6-8.1.2

1 Discuss cyberbullying prevention. 6-8.1.2.1

2 Demonstrate safe practices when participating on social networking sites (blogs, discussion groups). 6-8.1.2.2

3 Describe the differences between appropriate and inappropriate content on the internet 6-8.1.2.3

4 Explain the importance of keeping personal data secure. 6-8.1.2.4

3 **ETHICAL USE: Use digital tools ethically and responsibly.** 6-8.1.3

1 Explain how copyright law protects the owner of intellectual property. 6-8.1.3.1

2 Discuss the consequences of violating intellectual property law and plagiarism. 6-8.1.3.2

3 Practice fair use for copyrighted materials (images, music, video, text). 6-8.1.3.3

4 Discuss the legal consequences of sending or receiving inappropriate content (cyberbullying, harassment, sexting). 6-8.1.3.4

5 Comply with the school's digital pledge and other rules. 6-8.1.3.5

FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY: Learners sel en share ideas to pursue

Skip to main content

1 **Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society.** 6-8.2.1

Use a library materials management system to select varied materials and read independently for enjoyment and personal growth. 6-8.2.1.1

personal growth and to improve society. 6-8.2

2 Read while considering previous reading experiences and personal viewpoints. 6-8.2.1.2

3 Use technology or reviews to select materials to read, view and listen to for personal growth. 6-8.2.1.3

4 Read a variety of genres for personal growth and selecting for purpose. 6-8.2.1.4

5 Compare and contrast how different genres affect reading, viewing and listening perspectives and strategies. 6-8.2.1.5

6. Engage with a diverse community of readers to share ideas. 6-8.2.1.6

7 Use reading as a springboard for inspiring change for the betterment of the community. 6-8.2.1.7

INFORMATION LITERACY: Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019). 6-8.3

1 **QUESTION AND ANALYZE: Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan.** 6-8.3.1

1 Explain research goals. 6-8.3.1.1

2 Formulate open-ended questions about a topic or problem. 6-8.3.1.2

3 Compose follow-up questions about a topic or problem. 6-8.3.1.3

4 Consider research steps needed to achieve learning goals. 6-8.3.1.4

5 Reflect on prior knowledge and previous experience to add context to research findings. 6-8.3.1.5

---

2 **RESEARCH AND EXPLORE: Use resources to search and evaluate information in a safe, legal and ethical manner.** 6-8.3.2

1 Conduct a short, focused research project using a research process model. 6-8.3.2.1

2 Evaluate and select text evidence from multiple sources to answer essential questions and support claims. 6-8.3.2.2

3 Conduct a search using keywords to locate sources in databases, online catalogs and web sources. 6-8.3.2.3

4 Apply search strategies to narrow or broaden a search. 6-8.3.2.4

5 Use, synthesize and evaluate sources in a variety of mediums. 6-8.3.2.5

6. Cite contextual evidence in a legal and ethical manner. 6-8.3.2.6

---

3 **COLLECT: Record, classify and use information and resources in a meaningful way.** 6-8.3.3

1 Use an appropriate method for collecting information from digital and print resources. 6-8.3.3.1

2 Categorize knowledge either to answer research questions or gather information using digital or print platforms. 6-8.3.3.2

Skip to main content

Read closely to determine how text evidence supports research. 6-8.3.3.3

4 **SHARE AND COLLABORATE: Create and distribute information with others in an inclusive environment.** 6-8.3.4

1 Work in groups to problem-solve. 6-8.3.4.1

2 Respect differing opinions when engaging in collaboration. 6-8.3.4.2

3 Document sources following a standard format for citation. 6-8.3.4.3

4 Use information to develop new products for an intended audience. 6-8.3.4.4

5 Solicit, respond and provide feedback to peers and adults. 6-8.3.4.5

6. Select the most appropriate communication tool and resource for the task. 6-8.3.4.6

5 **EXTEND – FORMULATE: Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources.** 6-8.3.5

1 Using directed questions from the librarian, reflect on the topic of inquiry and learner understanding. 6-8.3.5.1

2 Develop questions and topics to explore in later units of study or a self-directed inquiry project. 6-8.3.5.2

3 Evaluate how the selection of information from multiple resources was used during the inquiry process. 6-8.3.5.3

4 Develop a plan for selecting information and the use of both print and digital resources for future inquiry. 6-8.3.5.4

STRAND: MEDIA LITERACY: According to National Association for Media Literacy Education (NAMLE), "Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective co act 20

Skip to main content

1 **ACCESS: Explore the world of information for personal and educational use through a variety of formats.** 6-8.4.1

1 Gather relevant information from a variety of media resources. 6-8.4.1.1

2 Seek out messages from authors and creators from diverse backgrounds and beliefs. 6-8.4.1.2

3 Engage with and understand multiple, age appropriate media formats. 6-8.4.1.3

4 Read and grow as learners, adapting to changes in format. 6-8.4.1.4

5 Explore and navigate a variety of new media sources with guidance. 6-8.4.1.5

2 **ANALYZE AND EVALUATE: Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need.** 6-8.4.2

1 Identify and analyze design elements of various kinds of media productions. 6-8.4.2.1

2 Understand that media messages are constructed for a purpose and intended audience and use creative components relative to the media. 6-8.4.2.2

Identify ways in which different people may experience the same media message. 6-8.4.2.3

4 Evaluate and corroborate media sources for credibility and accuracy. 6-8.4.2.4

5 Analyze and recognize what voices are present, which voices are missing and the impact on the media message. 6-8.4.2.5

---

3 **CREATE, SHARE AND COLLABORATE: Develop a message, alone or in a group, select an appropriate medium and create a message that meets a particular audience's need.** 6-8.4.3

1 Select the appropriate tool for a task and create media presentations that demonstrate organization, creativity and design. 6-8.4.3.1

2 Read, contribute and create content in age appropriate collaborative online environments (e.g., learning management systems, educational platforms) 6-8.4.3.2

3 Integrate and select content presented in various media and formats, including visually, quantitatively and verbally. 6-8.4.3.3

---

4 **ACT: Develop informed, reflective and engaged participation essential for a democratic society recognizing that media is a part of culture and function as agents of socialization (NAMLE).** 6-8.4.4

1 Recognize and reflect on the perspectives and views of authors and creators of various media types. 6-8.4.4.1

2 Recognize the cultural implications of a global audience. 6-8.4.4.2

3 Understand and identify a variety of resources that can be used properly under the guidelines of copyright and licensing agreements. 6-8.4.4.3

4 Actively engage and contribute to online learning communities. 6-8.4.4.4

5 Demonstrate responsibility and respect for collaborative content. 6-8.4.4.5

6 Consider and take action as a result of the media messages you consume (i.e. advocate, ask questions, change opinions). 6-8.4.4.6